DOCUMENT RESUME

ED 208 392 CS 206 339

AUTHOR Bleich, Linda
TITLE A Study of the Psychological and Social Characteristics of Adolescence in Adolescent Literature, 1945-1975.
PUB DATE [78]
NOTE 33p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adolescent Development; *Adolescent Literature; *Characterization; Content Analysis; *Developmental Tasks; Educational Research; English Instruction; *Novels; *Reading Interests; Reading Material Selection; *Realism

ABSTRACT

A study was conducted to determine if the "New Realism" in adolescent literature provided a more realistic picture of the psychological and social characteristics of adolescents than did earlier forms of the genre. An analysis was conducted of five novels written before 1960 and five written after that date to determine themes of identity and the social roles of adolescents portrayed by adolescent protagonists. Specifically, the analysis examined the extent to which (1) the protagonist actively demonstrated processes of identity formation, (2) social roles were imposed or actively selected and pursued by the protagonist, and (3) adults controlled adolescent-defining processes and social roles. The analysis of the novels published since 1960 demonstrated that they present more realistic psychological portrayals of the entire range of adolescent developmental tasks and more accurate portrayals of the identity forming processes of adolescents than did the earlier novels. In particular, these novels have begun to address the later developmental tasks that deal with value systems and socially responsible behavior, thus providing a broader range of experiences important to the cognitive and emotional development of the adolescent reader. (A list of developmental tasks depicted in the novels is appended.) (FL)

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A STUDY OF THE PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS OF ADOLESCENCE IN ADOLESCENT LITERATURE, 1945-1975

Linda Bleich

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The purpose of this study was to determine if the "New Realism" in adolescent literature provides a more realistic picture of the psychological and social characteristics of adolescence than earlier forms of the genre as some critics have suggested. This was determined by analyzing the manner in which the literature has characterized its adolescent protagonists over a thirty year period. Through the analysis of popular adolescent literature, the study also provided insight into reader needs and interests as well as popular concepts of and social attitudes toward this particular age group.

In order to make the comparison between fictional representations of adolescence, two aspects of the problem were considered. The first task was to define the psychological and social characteristics of adolescence with which the protagonists were to be compared. The second task was to select the novels to be analyzed. Once this information was provided then analyses were made of the psychosocial characteristics of the adolescent protagonists in the selected novels. The purpose of these analyses were to compare and contrast adolescent characterizations in novels published before 1960 to those published after 1960, the latter date marking the beginning of the "New Realism" in adolescent literature.

PSYCHOSOCIAL CHARACTERISTICS OF ADOLESCENCE AND ADOLESCENT READING

In analyzing the developmental tasks of adolescent protagonists, it was necessary to settle upon specific aspects with which to evaluate these representations. Since adolescence is a physiological, psychological, and social phenomenon, it was determined that the concept used for the analysis of adolescent characters should reflect the interdependent relationship of

these developmental processes. Several psychological and social theories of adolescence were studied and this was noted as a common aspect of some of these theories. Erikson (1963, 1968), for example, views adolescent behavior as the interdependent relationship of these three facets of the individual. He states that no single aspect can account for the sum total of behavior (1963). Similarly, Havighurst (1974) says that developmental tasks "may arise from physical maturation, from the pressure of cultural processes upon the individual, from the desires, aspirations, and values of the emerging personality, and they arise in most cases from combinations of these factors acting together." (1974, p. 6)

The interdependent aspects of development also appear to be an inherent characteristic of both the cognitive and emotive growth of the individual as a personal and social being which in turn affect reading interests and motivations. The cognitive development of formal operational thought as described by Piaget (1969) which begins to take place during adolescenec is the ability to think and function in terms of abstractions and inductions. Similarly, to Erikson (1963, 1968) and Kohlberg (1971), the ability of abstraction and induction is that which enables identity formation in personal, social, and moral constructs. It is through this process of abstracting, testing, and selecting self-images and social roles that the adolescent's cognitive and emotive skills are developed. Erikson refers to this process as a sort of psychosocial relativity that is necessary for the establishment of ego identity. Part of this selection process is what Erikson refers to as a psychosocial moratorium--that is "free role experimentation" which aids the individual in identity formation.

The role literature and reading play in this developmental process has been explored by many researchers. Many studies have suggested that reading can provide the adolescent reader vicarious experiences which help him/her come to terms with his/her own growing identity and personal/social conflicts. Shirley (1966, 1969) reports that "self-image," "philosophy of life," and works that deal with topics such as cultural and social problems influence adolescent readers. Purves and Beach (1972) summarize the results of many of these studies by citing psychological needs as important influences in reader interests. Similarly, Carlsen (1970) points out that projection of self and vicarious experiencing are important stages in reader interests typically associated with the stage of adolescence.

Bettelheim (1976) and Favat (1977) have explored the psychological role fairy tales provide children in vicariously solving developmental problems associated with childhood. Since adolescent literature deals specifically with the developmental stage of adolescence, it can be assumed from this research that this literature can affect/reflect developmental concerns of adolescent readers just as fairy tales do for children. Because literature can provide its readers vicarious experiences helpful in forming self-images and social roles, it is important to understand the extent to which adolescent literature reflects realistic aspects of the entire development of adolescence.

Frease (1961) and Worley (1961, 1967) have conducted studies in which literature read by children on adolescents have been analyzed in terms of Havighurst's developmental tasks. This kind of study acknowledges the effects literature has on the reader. It also allows the researcher to determine what kinds of literary representations of social and psychological

developmental tasks are made availabe for maturing young adults. For these reasons, this study will use the examples set forth by Frease and Worley for the analysis of adolescent novels.

Just as concrete representations of good and evil as represented in fairy tales (Bettelheim, 1976) are in keeping with the child's cognitive skills of concretizing, Anna Freud has demonstrated that "When the pre-pubertal period begins, a tendency for the concrete interests of the latency period to give place to abstractions becomes more and more marked." (1966, p. 159) It was the opinion of this study, then, that this process of abstraction and induction as part of adolescent cognitive and emotive growth should be similarly reflected in the literature intended for this audience. Since the process of abstraction and induction is interdependently related to identity formation, then the literature should realistically portray this developmental characteristic so that it can provide for its readers vicarious experiences, either conscious or unconscious, which aid them in their own developmental tasks. This concept with its psychological and social dimensions served as the means for evaluating adolescent developmental characteristics of the literary protagonists in the selected novels.

Based on this concept, an analysis was made of popular adolescent novels to determine themes of identity and social roles of adolescents portrayed by adolescent protagonists. Questions asked in analyzing the characterizations in each novel were the following:

1. <u>To what extent did the main character(s) actively demonstrate processes of identity formation</u>? (As defined by Erikson (1968), this is the developmental process in which self-concept and social

role are defined and integrated. It involves the separation of self from parental definition and the establishment of the self in a social role. The specific tasks of adolescence as Erikson describes them are: "to maintain the most important ego defenses against the vastly growing intensity of ego impulses . . . ; to learn to consolidate the most 'conflict free' achievements in line with work opportunities; and, to resynthesize all childhood identifications in some unique way and yet in concordance with the roles offered by some wider section of society. . . . " (1968, p. 156)

2. To what extent were social roles imposed and/or actively selected and pursued? (Characteristics relating to Erikson's concept of identity formation but specifically defined are taken from Havighurst's Developmental Tasks of Adolescence. These tasks of adolescing are the following:

   1. "Achieving new and more mature relations with age mates of both sexes."
   2. "Achieving a masculine or feminine social role."
   3. "Accepting one's physique and using the body effectively."
   4. "Achieving emotional independence of parents and other adults."
   5. "Preparing for marriage and family life."
   6. "Preparing for an economic career."
   7. "Acquiring a set of values and an ethical system as guide to behavior--developing and ideology."
   8. "Desiring and achieving socially responsible behavior." (Havighurst, 1974, p. 45-82.)

3. To what extent did adults control adolescent defining processes and social roles?

The analysis of the novels published before 1960 were then compared to the analyses of the novels published during the period of the "New Realism" to determine the extent to which the latter provided a more realistic picture of adolescence than the literature of the preceding decades. Following the analyses and comparisons of individual and group novels, the literature was collectively evaluated according to these aspects:

1. To what extent did the adolescent novels reflect psychological and social relationships in adolescent developmental processes?
2. To what extent did the literary portrayals of adolescence reflect current psychological concepts of and social attitudes toward adolescence?
3. To what extent can the schools as major socializing institutions for adolescents perpetuate social norms and/or encourage psychological developmental processes through the types of novels used in the curricula?

SELECTION OF NOVELS

The novels analyzed in the study were selected from several sources. Because of the difficulty of collecting data on the most popular novels read by adolescents and the paucity of such existing studies, the list of titles selected and analyzed is not meant to be a definitive statement of the most popular books read by adolescents. Instead, the novels analyzed in this study are representative of novels significantly popular with adolescent readers.

A review of published studies and surveys of adolescent reading interests with mention of specific titles was made to determine which novels would be analyzed in this study. The Education Index, ERIC, and the Index to Library Literature were examined for studies which provided information on novels mentioned by adolescent readers as favorites. A careful examination of these listing indicated that only a few studies have been done, probably due to no single effective method of collecting this data.

Prior to 1960, few studies were found that provided information on the adolescent novel, the junior novel, or transition literature. Most of the studies revealed adult notions of what adolescents should be reading rather than what they were probably reading. One study, "A Definition of the Role of the Junior Novel Based on the Analysis of Thirty Selected Novels" by Stephen Dunning, addresses the problem of surveyed audience. In his study, Dunning indicated that titles popular with adolescent readers might lend more significant insight into the genre than less popular ones. Since this information was not available, Dunning asked expert librarians to list the most popular novels read by adolescents. Though this method uses adults as the source of collecting the data, it indirectly shows adolescent interests since the data was determined by circulation figures of books read by adolescent library patrons.

In his study, Dunning listed the books most frequently mentioned by the fourteen expert librarians. The five most frequently mentioned books from this study were selected and analyzed as representative novels published before 1960. These novels are listed below:

Number of Responses	Title	Author	Published
13	Seventeenth Summer	Daly	1941
12	Hot Rod	Felsen	1950
11	Going on Sixteen	Cavanna	1946
7	Double Date	DuJardin	1952
7	The Black Stallion	Farley	1941

The year 1960 was selected as the dividing time for comparing the earlier and later forms of the genre since some critics have said that the "New Realism" began to appear in the 1960's. Obviously, such dates are somewhat arbitrarily determined, but nevertheless necessary. The early 1960's seemed to mark the beginning of a whole new period that has been typically associated with adolescents--a period of alienation and rebellion, a period to be contrasted to that of the preceding decade. Therefore, it is appropriate that the literature of this new era might be viewed as a social tool for reflecting social attitudes of the time.

A review of the literature showed that more studies specifically listing titles of favorite books were published during the last decade than during the preceding years. It was decided that to compare Dunning's survey to a similar one conducted through public and school librarians during the 1960's and the 1970's and to not take into account the information in these surveys would be misleading because of the increased availability of paperbacks through various sources other than libraries. It was apparent that it was necessary to take into account various audiences for this part of the study. Subsequently, fifteen studies or surveys were analyzed in terms of titles

mentioned, frequency of mention, audience surveyed, and geographic location of surveyed population.

Audiences polled in these surveys included public and school library patrons, teachers, department chairpersons, librarians, and junior and senior high school students in private, parochial, and public schools. Geographic locations included Arizona, California, Maryland, New York, Hawaii, and Wyoming. In addition, some of the studies provided for a national sampling within their surveyed populations. Data on best sellers in trade books as well as book club best sellers were also included.

A compilation of specific data was made for all fifteen studies. This information included title of book, author, date published, populations surveyed--group, age, sex, grade, number of respondents, geographic location of surveyed population, ranking of title, and total number of responses. Those surveys and studies incorporated into this study are listed in Appendix A.

Following compilation of this information for each of the fifteen studies, each title mentioned was then listed in a separate set of tables along with the pertinent data specific to each study. These tables were then examined for those titles with the greatest frequency of mention. The five novels most frequently mentioned in the fifteen surveys were then selected as representative novels of the "New Realism" for the comparison of the literature published pre- and post-1960. Those novels selected and analyzed in this study, with the exception of the nonfiction book Go Ask Alice, are listed below:

Title	Author	Date	Frequency of Mention
The Outsiders	Hinton	1967	9
Mr. and Mrs. BoJo Jones	Head	1967	8
Go Ask Alice	Anonymous	1972	7
The Pigman	Zindel	1968	7
My Darling, My Hamburger	Zindel	1969	6
Lisa, Bright and Dark	Neufelt	1969	6

DEVELOPMENTAL TASKS PORTRAYED IN ADOLESCENT NOVELS

The analyses of the individual novels reveal that there is a significant difference between the novels of the two periods in that the novels published since 1960 are more clearly concerned with later developmentals tasks involving "Developing a value system" and "Achieving socially responsible behavior." (See Appendix B) In contrast, the novels published before 1960 are particularly concerned with peer group popularity and with the exeption of one novel, Hot Rod, do not address these later developmental issues for the maturing adolescent. Stylistically, as well as thematically, these earlier novels probably serve developmental roles most often associated with the early stages of adolescent growth whereas the later novels provide greater opportunity for role experiemntation and the testing of options dealing with developing identities and value systems common to the entire range of adolescent development.

The five novels analyzed in the pre-1960 period include Seventeenth Summer, The Black Stallion, Going on Sixteen, Hot Rod, and Double Date. Three of these five novels specifically deal with peer group popularity as related to the developing identities of adolescent girls. Only one of these

novels, Seventeenth Summer, presents a psychologically realistic portrait of a maturing young girl. In contrast, to this novel, Double Date and Going on Sixteen present stereotyped notions of adolescent concerns as perceived by adult writers. In these two novels, adult moralizing is particularly apparent in the use of omniscient narrators which offer unequivocal advice on how to be popular. These concrete, objective representations of adolescent problems are more in keeping with pre-adolescent cognitive and emotive development, for little opportunity is provided either the characters or the reader to actively discover and experiment with developmental options. Though these novels supposedly deal with developmental issues of concern to adolescent readers, the literary representations are not representative of the developmental processes with which adolescent readers are engaged. On the other hand, Seventeenth Summer deals with the same tasks as these two novels, but, through the use of a first person adolescent narrator, it is better able to allow the main character, (and presumably the reader) to actively try out and discover various responses to developmental issues. Cognitively speaking, the vicarious experiencing of these options duplicates processes which encourage development of formal operational thought and the testing of role options involved in establishing a positive personal identity.

The other novel in the pre-1960 period which deals with peer group relationships is Hot Rod; however, this theme is secondary to those dealing with value systems and socially responsible behavior. In this novel, Felsen provides stereotyped characters of both the in-group and those adolescents who are not quite so popular in order to drive home the message of the novel. The role surface images play in defining an adolescent's status with

peers is a characteristic of these relationships. For example, the main character receives status among his peers for his driving prowess, LaVerne for her attractiveness, My Son Ralph for his family's wealth, and Chuck for his academic and leadership qualities. In contrast to these popular adolescents is the character Walt Thomas, who is portrayed as a loud-mouthed bully forever trying to earn status with the popular high school clique. The minor characters of Jimmy Brown and Kenny Smith are portrayed as pre-adolescents trying to imitate roles of older adolescents as a means of establishing their own adolescent images. The superficiality of these relationships is made clear by the author in the premature death of these adolescent with the exceptions of Chuck and Bud.

The social context of peer group relationships are explored in greater detail in this novel than in Double Date and Going on Sixteen; however, like these two novels, Hot Rod clearly presents concrete representations of success and failure and popularity and isolation. Stylistically then, the novel requires thought processes more clearly associated with pre-adolescent cognitive development which contrasts with significantly higher levels of development portrayed in the social issues of the novel. These conflicts in style and theme therefore diminish the psychological realism of the novel.

In contrast to the other pre-1960 adolescent novels which deal with the first developmental task, Seventeenth Summer presents a uniquely realistic portrait of the processes involved in establishing a personal identity in social contexts. At no time does the author spell out in black and white the "right" way to think and feel. Rather, the reader shares with the

adolescent protagonist feelings of happiness and sadness and success and failure. And it is through the vicarious experiencing of these contrasting responses to developmental options that the reader is better able to receive first hand experiences which can enhance his/her own cognitive and emotive development.

All of the post-1960 novels also deal with the first developmental task of peer group relationships; however, they deal with broader aspects of this task than just peer group popularity. For example, in The Outsiders an important social question is raised concerning the effects of social stratification on peer group relationships and on identity formation. This novel is also one of the first adolescent novels to portray the developmental concerns of adolescents other than those represented by the middle class. The conflicts which arise between gangs of adolescents based upon social classes are an important theme of the novel. It is in the portrayal and resolution of these conflicts that Hinton makes a statement on the commonality of developmental conflicts experienced by members of these classes. In this novel, neither set of adolescents is presented as right or wrong but rather with varying degrees of their own personal conflicts. The growing awareness of individual differences as well as developing a personal sense of self in a seemingly unsympathetic world are the primary concerns in the literary representation of the main character Ponyboy. And though at times the novel seems unnecessarily violent, it is this realistic portrait of social conflicts between gangs that emphasizes individual problems of coming-of-age in differing social classes. Even though the novel is sometimes depressing, the reader is left with hope and a conscious awareness of growth.

In Mr. and Mrs. BoJo Jones peer group relationships are a secondary theme explored in the novel in contrast to those dealing with marriage and adult responsibilities. This task is addressed in the conflicts which arise out of having to assume adult roles prematurely. Married at the age of 16 and 17 respectively, July and BoJo no longer find themselves a part of their high school group, nor are they really independent adults. Emotionally they are still aligned with adolescent interests but they find these interests no longer apply to their new life demands. This novel realistically portrays the conflicts which arise out of assuming adult roles before satisfactorily working out prerequisite developmental tasks.

Common to many of the novels dealing with peer group relationships is the portrayal of an awkward and not quite so attractive adolescent girl. In Double Date and Going on Sixteen, a Cinderella motif is developed in the maturing images of these young girls. In contrast, in My Darling, My Hamburger and Lisa, Bright and Dark the bumbling adolescent girls pictured in these novels come-of-age as a result of their relationships with friends who are undergoing serious problems of abortion and mental illness. Both characters in these novels acquire a personal self-image of strength and independence derived from the support they provide their friends. Once again, the social contexts of peer group relationships are explored in greater detail in these later novels than in the earlier ones. Also, these adolescent characters are gradually portrayed in acquiring developmental tasks rather than represented as achieving them overnight.

Finally, in The Pigman the relationships of two social misfits with a caring, older adult is explored. It is through this relationship that each

character achieves a sense of personal self-worth. In addition, negative self-images come into question and positive self-images are gradually reflected and clarified through the experiencing of a nurturing relationship. Social responsibility to oneself and others is also an issue which arises out of the clarification of mature, interpersonal relationships not only with peers, but also with adults.

In the six novels of the two periods which deal with sexual roles, only one novel actually provides a non-stereotyped image of either masculine or feminine role expectations. This exception is Seventeenth Summer. Contrary to what one might expect because of the early publication of this novel, role options are provided for the main character. Unlike most early novels which portray the adolescent girl as preparing primarily for the role of mother and wife, the main character in Seventeenth Summer chooses college over marriage. In contrast, Double Date and Going on Sixteen stereotype feminine roles in terms of prom queens and first dates. Very little latitude is provided the characters in these novels for the exploration of role options. In Mr. and Mrs. BoJo Jones and My Darling, My Hamburger the roles of parenting are discussed. In the first novel, the adolescent girl gives up her own career plans in order to put her husband through college, and in the second novel the main character withdraws in shame for having rejected the role of a parent and for having had an abortion. Though these two novels deal with the problems involved in prematurely taking on adult responsibilities, the moralistic tone of the novels prevents the main characters from questioning or clarifying their own sexual roles, for in one novel the role is imposed and accepted, and in the other, because it is rejected, one must withdraw in shame.

As for masculine identities, in The Outsiders a macho image of both the Greasers and the Socs is presented. And though in the characterization of Ponyboy and Johnny these images come into question, the nature of these characterizations is not a major consideration of the novel. In the only masculine and feminine relationship touched upon in the novel, masculine aggressiveness as represented by Dally, is that which is found most appealing. Also, the message comes across in the novel that for the Greasers this image is perhaps the only means of survival in their world, and though Ponyboy provides hope that this does not have to be the case, the reader is left with the feeling that this is true for most of the adolescents in the Greaser's world.

An obvious contrast between the pre-1960 and post-1960 periods deals with the literary representations of the maturing sexuality of adolescents as reflected in the second and third developmental tasks. Where in the earlier period this facet of maturation was addressed only in the implications of the first kiss, in two novels of the post-1960 period it is addressed in first sexual encounters. As one might expect, Mr. and Mrs. BoJo Jones and My Darling, My Hamburger have been attacked by censors because they deal with premarital sex and teen-age pregnancy. Though topically these later novels address realistic psychological concerns of adolescents currently experiencing physiological maturity, Mertz points out that these novels reinforce "traditional cultural values" for she says:

> The "symbolic worlds" of both Mr. and Mrs. BoJo Jones and My Darling, My Hamburger, in short, reinforce the status quo: Marriage as an institution is viewed as something that should be

> reserved for adults; premarital sex, particularly among teen-agers, is disapproved, for it inevitably leads to pregnancy; and abortion is definitely an objectionable response to unexpected, undesired pregnancy. (1978, p. 102)

The fourth developmental task dealing with independence from parents and adults is a major consideration in all of the post 1960 novels but is only secondarily addressed in three of the pre-1960 novels. In The Black Stallion and Hot Rod this independence is dealt with in terms of forced circumstances. For example, the main character, Alec Ramsey, in The Black Stallion is shipwrecked on a deserted island and subsequently is dependent upon himself for his survival. Similarly, Bud Crayne in Hot Rod is forced into premature independence as the result of his parents' death in an automobile accident.

It is interesting to note here that this is the only developmental task even touched upon in The Black Stallion. Because of the novel's omission of any other developmental concerns and the superficial treatment it gives to this task, this novel uniquely addresses developmental issues common to pre-adolescence. Instead of seeing Alec's independence gradually evolve throughout the novel, he is immediately portrayed as independent and strong-willed. And instead of exploring Alec's relationship with peers, the novel is primarily concerned with his relationship with the wild stallion. Because of its emphasis on the stage of adolescent interest in animals and the readers' desire for adventure and excitement, this novel serves a transitional role between latency and early puberty which contrasts strongly with post-1960 novels particularly concerned with later developmental issues.

An important contrast between the novels of the two periods is the manner in which adults have been portrayed over the years. In all the novels of the pre-1960 period, most of the adults and parents are presented as sympathetic, loving people who are supportive of adolescents. In contrast, the later novels portray relationships of adolescents with not-so-perfect adults. The conflicts which evolve out of these relationships become a major consideration in the adolescents' developing self-concepts. For example, the parents of the Socs in The Outsiders, Lisa's parents in Lisa, Bright and Dark, and Sean's and Liz's parents in My Darling, My Hamburger are presented as superficial, status seekers not at all attuned to their children's needs. In The Pigman John's and Lorraine's parents are presented as liars and cheaters, and they wonder why their children seem to have so many problems.

The only novel of the post-1960 period in which the parents take on a relatively, normal supportive role is in Mr. and Mrs. BoJo Jones. However, a major theme in the novel deals with the necessity of achieving independence from parents in order to establish one's own sense of adulthood. BoJo's and July's continued dependence on their parents both economically and emotionally clearly causes many of their problems. These novels, then, of the later period explore in greater detail child-parent relationships and the effects these relationships have upon the coming-of-age process than do the novels of the earlier period.

Only three of the ten novels of the two periods deal with establishing careers. In the pre-1960 period, this is a major consideation in the protagonists' development in Seventeenth Summer and Hot Rod. In Mr. and Mrs.

BoJo Jones this becomes an issue not only as a result of having to take on adult responsibilities but also in establishing BoJo's and July's identities. Whereas the career story was a popular genre in the 1930's, it appears that the adolescent novels of the more recent years have not been typically concerned with this developmental task.

Finally, the last two developmental tasks dealing with value systems and socially responsible behavior are the consideration of only one novel of the pre-1960 in contast to all five novels of the post-1960 period. Carlsen (1970) has noted that adolescent interest in social problems and problems of humanity is one of the more advanced stages of adolescent reader interests. It appears then that the novels of the post-1960 period thematically serve developmental roles common to later stages of adolescent growth whereas the earlier novels deal with prerequisite tasks. Stylistically speaking, these later novels also provide greater opportunity for role experimentation important to establishing one's own identity and social role than do the more didactic novels of the preceding years.

Identity Formation and Literary Representations of Adolescence

Erikson has described the following three tasks as necessary stages in the development of ego identity for the adolescent:

> To maintain the most important ego defenses against the vastly growing intensity of impulses . . . ; to learn to consolidate the most "conflict free" achievements in line with work opportunities; and to resynthesize all childhood identifications in some unique way and yet in concordance with the roles offered by some wider aspect of society. (1968, p. 156)

In the ten novels analyzed in this study, those novels published since 1960 deal in greater detail with these processes involved in identity formation than do the earlier novels.

Social roles and childhood identifications are only superficially explored in the novels of the pre-1960 period. In Going on Sixteen and Double Date the division of society with which the adolescent characters are particularly concerned is that of the peer group. And in four of the five novels of this period, with the exception of Hot Rod, the parents are presented as idealized adults. In one novel of this earlier period, Going on Sixteen, in which unresolved conflicts exist between the adolescent protagonist and her father, neither the conflict nor the resolution is developed in detail. Rather, they are merely suggested and resolved indirectly.

In contrast, the novels of the post-1960 period discuss in greater detail social contexts of adolescent development as well as realistic conflicts experienced by adolescents in terms of their relationships with parents and other adults. For example, The Outsiders addresses the problems of social stratification and the effects this has upon the developing identities of the adolescents portrayed. In The Pigman, My Darling, My Hamburger, and Lisa, Bright and Dark conflicts of childhood identifications with other-than-perfect parents are a major consideration in the coming-of-age process of the adolescent characters. And in The Pigman the relationship with an unrelated, older adult is portrayed as the means by which the adolescent protagonists experience positive identification not provided by their parents. This relationship also explores the need for socially responsible behavior to others as well as to oneself.

Only two novels of the pre-1960 period deal with other facets of establishing an identity in social contexts other than peer groups. In Hot Rod the establishment of career goals is an important part of the growing identity of the main character. It is through the rechanneling of skills in fast driving into the more socially acceptable role of an expert mechanic that the main character actively redefines his own personal and social roles. In Seventeenth Summer peer group relationships are perceived for what they are--introductions to establishing mature interpersonal relationships. The acceptance by peers is not considered as the climax of the main character's maturation as it is in Going on Sixteen and Double Date. Instead, it is portrayed as one aspect of the range of tasks involved in developing self-concept and social role.

Because of their emphasis on a limited number of tasks involved with establishing an identity, the novels of the pre-1960 period do not, in general, present a realistic portrait of the psychological development of adolescents. Instead, they present idealized and rather superficial accounts of only the basic elements in the process. In contrast, the later novels explore the entire range of social and personal aspects involved in the establishment of adolescent identity which Erikson describes.

In terms of style as well as theme the later novels serve a more functional developmental role for the reader than do the earlier novels. The omniscient, adult narrator is less prominent in these novels, therefore allowing the reader to experience vicariously identity forming processes more directly. Also, the main characters are portrayed as gradually testing and selecting developmental options. Though at times didactic, the later

novels generally provide more indirect representations of developmental issues through the characters and their actions rather than concrete advice offered readers in the earlier novels. Subsequently, a wider range of cognitive skills as well as emotive ones are addressed by these later novels. A broader range of developmental tasks dealt with in the later novels also provides the reader opportunities to experience a greater variety of developmental tasks common to the stages of adolescent growth.

Conclusions

The analyses of the five novels published since 1960 demonstrate that these novels present more realistic psychological portraits of the entire range of adolescent developmental tasks and more accurate portrayals of the identity forming processes with which adolescents are engaged than do the earlier novels. More specifically, these novels have begun to address later developmental tasks dealing with value systems and socially responsible behavior of particular concern to the older adolescent thus providing a broader range of experiences important to the cognitive and emotive development of the adolescent reader.

The study concludes that in order for literature to address the various developmental needs and interests of adolescent readers, it is important for this literature to provide psychologically realistic portraits of adolescent characters and conflicts. It is therefore the task of the teacher to be knowledgeable of the characteristics of adolescent development and their relationship to the reading process in order to select and recommend literature that promotes adolescent growth in a personally meaningful and developmental way. This study provides an example of evaluating literature in these terms.

Finally, for successful integration of this literature into the English curricula, individual needs and interests need to be taken into account, and the literature needs to be evaluated in terms of what kinds of experiences it can provide. If this is the case, then reading and literature programs can be developed which encourage and promote a love for reading as well as the growth of cognitive and emotional skills of adolescent readers.

Appendix A

Julie N. Alm. "Young Adult Favorites: Reading Profiles from Nine Hawaii Schools." Top of the News (June 1974) pp. 403-409.

Patty Campbell, Pat Davis, and Jerri Quinn. "We Got There, It Was Worth the Trip." Top of the News (June 1974) pp. 394-402.

Cynthia Crow. "Have You Got Another Book Just Like the Other Book You Told Me About Last Week?" Adolescent Literature Revisited After Four Years; Arizona English Bulletin 18 (April 1976) pp. 60-61.

Kenneth Donelson. "Of Chocolate and Gangs and Pigs: Of Sharks and Rabbits and Owls: Some Recommended Adolescent and Adult Novels, 1976." Adolescent Literature Revisited After Four Years; Arizona English Bulletin 18 (April 1976) pp. 6-10.

Kenneth Donelson. "Of Gangs and Pigs and Pregnant Girls, of Trees and Trials and Barbarians: Recommended Adolescent and Adult Novels, 1972." Adolescent Literature, Adolescent Reading, and the English Class; Arizona English Bulletin 14 (April 1972) pp. 65-72.

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DEVELOPMENTAL TASKS* PORTRAYED IN ADOLESCENT NOVELS

	PRE-1960					POST-1960				
	SEVENTEENTH SUMMER	THE BLACK STALLION GOING ON SIXTEEN	HOT ROD	DOUBLE DATE	THE OUTSIDERS	MR. & MRS. BOJO JONES	THE PIGMAN	MY DARLING, MY HAMBURGER	LISA, BRIGHT AND DARK
ACHIEVING NEW AND MORE MATURE RELATIONS WITH AGE-MATES OF BOTH SEXES.	X	X	X	X	X	X	X	X	X
ACHIEVING A MASCULINE OR FEMININE SOCIAL ROLE.	X	X		X	X	X		X	
ACCEPTING ONE'S PHYSIQUE AND USING THE BODY EFFECTIVELY.	X	X		X		X		X	
PREPARING FOR MARRIAGE AND FAMILY LIFE.	X					X		X	
ACHIEVING EMOTIONAL INDEPENDENCE OF PARENTS AND OTHER ADULTS.	X	X	X		X	X	X	X	X
PREPARING FOR AN ECONOMIC CAREER.	X		X			X			
DEVELOPING AN IDEOLOGY.			X		X	X	X	X	X
ACHIEVING SOCIALLY RESPONSIBLE BEHAVIOR.			X		X	X	X	X	X

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